

NCATEThe Standard of Excellence
in Teacher Preparation**STATE PARTNER REGISTRATION**[Where You Are](#) | [Before You Begin](#) | [Contact Us](#)**REVIEW/PRINT FORMS****NCATE STATE PARTNERSHIP DESIGN**[NCATE Home](#)
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NCATE partnerships are custom designed to fit the needs of the individual state. Completing the "NCATE State Partnership Design" form (below) determines the specific principles to which states must respond and the specific documents that must be submitted to NCATE.

Instructions

Specify the basic design for the NCATE state partnership.

- Check one box in the "[Partners](#)" section.
- Check one box in the "[Team composition](#)" section.
- In the "[Program standards base](#)" section, check the box to indicate whether NCATE or the state will conduct the program review and follow the prompts.

Partners

Check one box.

- ☒ [Two-way](#) (NCATE and state)
- ☐ [Three-way](#) (NCATE, state, and a higher education commission)

Team composition

Check one box.

- ☐ [All-NCATE team only](#)
- ☒ [Joint NCATE/state team](#)
- ☐ [Two separate teams, concurrent visit](#)

Program standards base

- ☐ [NCATE-based program review](#) (If you choose this option, this form is now complete.)
- ☒ [State-based program review](#) (If you choose this option, you need to indicate below whether the state has adopted NCATE's program standards or has developed its own standards. You also need to indicate whether the state would like to seek authority for state program approval to trigger national recognition by NCATE's Specialized Professional Associations.)

Standards (If you checked state-based program review, select one of the following options.)

- ☒ The state has adopted the standards of NCATE's Specialized Professional Associations.

- ☐ The state has developed its own program standards.

Authority (If you checked state-based program review, select one of the following options.)

- ☐ Yes, the state is seeking **authority** for state program approval to trigger national recognition by NCATE's Specialized Professional Associations.
- ☒ No, the state is not seeking **authority** for state program approval to trigger national recognition by NCATE's Specialized Professional Associations.

Protocol

NCATE staff will be notified that you have submitted your proposal and will e-mail a protocol to you. The protocol calls for agreement on such issues as operating visits on the same five-year cycle, conducting a pre-visit, and systematizing appeals policies, and it designates the responsibilities and requirements for all participants involved in NCATE state joint visits. The state is invited to update its section of the protocol to include any new policies of its own.

NCATE AND STATE PARTNERSHIP AGREEMENT

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State agency with authority for teacher education

Name of agency:*

Office of Accreditation and Teacher Quality

Address:

700 Governor's Drive

City: State:

Pierre SD

Zip code:

57501

Agency web address:

www.doe.sd.gov

Chief executive officer with authority for teacher education

Name:

Melody Schopp

Title:

Director

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(605) 773- 5232

Fax:

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Designated NCATE state contact

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E-mail:

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Person completing the NCATE state partnership proposal

Name:*

Jennifer Neuhauser

Title:

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jennifer.neuhauser@state.sd.us

**Required field*

NCATE GENERAL PARTNERSHIP ELEMENTS

Note: If you want to stop filling out forms, select the "This form is not complete" button below. Any information you have filled in on this page will be cleared. When you log in again, you will return to this page, and you will need to fill in all fields again for this form only.

Although each partnership is customized and includes elements specific to the individual state, some general partnership elements are included in all NCATE state partnership agreements. The elements below represent the core of the partnership program: collaboration and shared collection of data.

Instructions

Describe the actions the state has taken or will take to integrate the elements listed below into its approval system. (Policy may be state laws, regulations, guidelines and handbooks, the NCATE state partnership protocol, or any written public document.)

Include a cross-reference to any specific policy document(s)—including section and page numbers. Then attach an electronic copy of the policy, using the "Browse" link that follows each "State Response" area. If the state is in the process of establishing policy in support of a principle, cite and attach a copy of the draft policy, including the date the policy will go into effect.

If the state has no existing policy and does not intend to establish policy that aligns with these elements, or if state policy differs significantly with the elements, indicate as much in the "State Response" area.

In order to promote consistently high-quality standards for program and unit review, the state and NCATE must work together to ensure that the broad spectrum of education stakeholders are: 1) "partners" in all phases of the NCATE state partnership; and 2) mutually supportive in the effort to base state approval and NCATE accreditation of teacher education institutions on candidate performance.

★ 1. Describe how representatives of teacher education institutions, practitioners, and other members of the education community were involved in the design and development of the partnership.

State Response:*

See attached file, "NCATE General Partnership Elements State Response #1." This attachment provides information about three meetings that were conducted in collaboration with other members of the education community in South Dakota; one was with Shari Francis, of NCATE. The meetings were held on May 10-11, September 13, and October 13, 2005. The attachment "May Meeting Samples of NCATE Standards Work" shows how a group used the NCATE standards to create

language for a draft section on Candidate Knowledge. The attachment "May Meeting #2" shows how one group used a combination of INTASC standards and NCATE language to produce a draft for a section on Field and Clinical Experiences. The attachment "SDACTE Table" shows an outline of what was to be discussed in a smaller group session. This table was created by the SDACTE group meeting on September 13, 2006. The attachments "October 13 Meeting Agenda" and "October Meeting Notes" show the agenda and some notes from the meeting of deans and chairs from the University of South Dakota, South Dakota State University, Northern State University, Mount Marty College, Augustana College, Dakota State University, Dakota Wesleyan University, University of Sioux Falls, and Black Hills State University. A representative from the assessment committee from the South Dakota Board of Regents was also in attendance.

★ 2. Describe how the state will work jointly with NCATE to collect, analyze, and share relevant data on candidate performance for purposes of the NCATE accreditation and state approval reviews. Be specific about how states will share Title II information about institutions' candidate performance, encourage the institution to submit accurate and complete Annual Professional Education Data Reports for NCATE, and ensure the completion of the annual State Profile survey distributed by NCATE State Relations.

State Response:*

(The following information is taken from the current NCATE/South Dakota protocol, with some revision and from the "South Dakota Teacher Education Program Review Team Manual, revised 2004" (Attachment: SD Teacher Program Review Manual is on accompanying e-mail). Much of the manual will be revised in summer-fall 2006 after the details of the reviewer training procedure are in place. On September 24, 1988, NCATE's State Recognition Board accepted the South Dakota Department of Education under Option #1 to work jointly with NCATE to conduct state program approval and national unit accreditation. This agreement and protocol for South Dakota can be found on the www.ncate.org website. Much of the language from the current protocol can remain the same, while some will be changed to reflect a new system of reviews. Specific dates for site reviews will be confirmed by the SDDOE before submission to NCATE. State reviews will be conducted concurrently with NCATE reviews. Timelines established and accepted by NCATE will be followed by the state. The institutions will respond to Preconditions found on the NCATE website. One copy of these Preconditions will be sent to the NCATE offices and one copy to the SDDOE. The Preconditions Report will be mailed by NCATE to both the institution and the SDDOE. The Preconditions Report will be reviewed and filed by the SDDOE. The SDDOE will develop a guideline and timeline for institutions to follow to encourage sharing of Title II information about candidate performance, Annual Professional Education Data Reports, and completion of the annual State Profile survey. Letters will be sent to all

institutions stating when these reports are due. Copies of the reports will be filed with the SDDOE and personal or phone follow-up will take place after a preview of the reports. Institutions will follow the NCATE program standards for candidate performance where applicable, and new state standards are being drafted for those programs not aligned to NCATE. (Attachment: ARSD 24:16:05:01 to 24:16:05:18, pp.14-21). The institution responds to Section I, II, and IV of the required NCATE institutional report. The response of specific NCATE SPA/State program standards found in ARSD 24:16:08 (Requirements for Basic Teaching Programs), ARSD 24:16:09 (School Administrator Programs), and 24:16:10 (School Service Programs) will substitute for Section III of NCATE's Institutional Report. (Note: 24:16:08 will be revised, and 24:16:09 and 24:16:10 will be written during spring 2006. Final draft will be completed by May 2006.) The institution will send a copy of the full Institutional Report and institution catalogs to the NCATE team chair and two copies to NCATE. A copy of Sections I, II, and IV will be sent to each member of the NCATE BOE team. For the state report, the institution will address specific program standards ARSD 24:16:08 (Requirements for Basic Teaching Programs), ARSD 24:16:09 (School Administrator Programs), and 24:16:10 (School Service Programs.) The institution will send a copy of the full NCATE institutional report and catalogs to the chair of the state team and two copies to the SDDOE. Each off-site reviewer will be sent a copy of the institution's response to the state program standards in his/her selected content/specialty area at least 14 months in advance of the on-site review. The off-site program reviews will be completed and sent by the SDDOE 12 months prior to the on-site review. The institution will have a chance to rejoin the report and send it back to the SDDOE within 30 days prior to the review. The on-site team members will then be given opportunity to review the reports and formulate questions and comments for on-site and NCATE reviewers. The NCATE chair will meet with the chair of the state team, SDDOE personnel, and the institution's unit head and/or designee to make plans for the on-site review. The pre-visit will occur at the institution to be reviewed within 60 days of the visit. The State chair and personnel from the SDDOE will meet with the NCATE chair and the institution's unit head and/or designee to plan the on-site review. At the conclusion of the on-site review, NCATE team members will vote on whether unit standards are met. The state's on-site team members will share program findings on candidate performance that will be included in the NCATE final report. The NCATE chair and the State consultant will conduct an exit overview, attended by institution representatives, of NCATE and state reviewer findings on the last day of the on-site review.

**Required field*

Attached Documents:

Description

NCATE General Partnership Elements State Response #1
May Meeting, #2
May meeting Samples of NCATE Standards Work
SDACTE Table (9-13-05 meeting)
October 13 Meeting Agenda
October 13 Meeting Notes 1
October 13 Meeting Notes 2

TEAM ELEMENTS

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Just as NCATE's Board of Examiners (BOE) members undergo intensive training and continued evaluation, so too must state examiners who will participate as members of the joint team in conducting on-site unit reviews. The state is responsible for preparing its team members to possess the expertise and skills required of the NCATE BOE, including the ability to understand and apply the standards, write well, use personal computers, navigate a website, conduct interviews, and work collegially, effectively, and efficiently.

Instructions

Team member expectations for both the state and NCATE are explicitly defined in the protocol. Please attach—using the "Browse" link that follows each "State Response" area—an electronic copy of state documents that describe in detail the system employed by the state for purposes of selecting, training, assigning, and evaluating team members. Documents may include, among other items, training manuals, institutional guides, handbooks, communications to institutions and prospective or existing state reviewers, evaluation surveys, and meeting minutes.

- ★ 1. Supply documentation for the state's process of selecting, training, evaluating, assigning, and updating state reviewers. Briefly describe the contents of the documentation you are providing.

State Response:*

Note: The attachments for this section are on an accompanying e-mail. Authority to select reviewers is given in South Dakota Administrative Rule 24:16. (Attachment: "ARSD 24:16:02:01 Teacher Preparation Program Approval." This is the draft as of March 2006. Final draft to be written by May 2006.) The South Dakota Department of Education (SDDOE) will apply the NCATE review system in South Dakota with South Dakota trained reviewers. SPA trainers will be brought in for each NCATE SPA program. Programs that have no NCATE designated SPA will be invited to join the training sessions in order to become familiar with the NCATE training process. It is anticipated that there will be approximately 30 program areas that will need to be addressed for training sessions. On-site team members will be assigned by NCATE (to review the 6 NCATE standards) and by the South Dakota

Department of Education (SDDOE) to review program standards. SDDOE will select team members for program and on-site training approximately 18 months prior to the review. The number of off-site reviewers will depend upon the number of programs offered at the institution. The on-site review team will have at least 4-6 members, including the SDDOE consultant, a South Dakota Education Association (SDEA) representative, a representative from P-12 education, and a representative from higher education. On-site team members will attend the SPA training sessions. They will also have an on-site orientation and review training session during the first day of the site accreditation visit. (Attachment: "Accreditation Review Handbook," pp.5, 6, 19, 20) Page 5: Review Team Page 6: On-site Review Page 19: Accreditation Review Timeline Page 20: Schedule for State Review Team-Site Accreditation Visit Evaluation forms will be completed by state team members. There will be an institutional evaluation of the state team process and procedure. The attached documents are those in current use. They will be revised to reflect the newly designed review process of having off-site as well as on-site reviewers. Attachments: "State Team Evaluation of State Procedures" "Institutional Evaluation of State Team Process and Procedures."

★ 2. Supply documentation for the state's reviewer conflict of interest policy and ethical conduct policy. Briefly describe the contents of the documentation you are providing.

State Response:*

Note: The attachments for this section are on an accompanying e-mail. State reviewers sign a statement of confidentiality after accepting the assignment to serve on the team. Attachment: "Contract to Serve on Team" Reviewers also receive notice during training that all information is confidential and must be held in strict confidence. Attachment: "Teacher Education Review Team Manual, p. 18 and p. 19.

**Required field*

STATE PROGRAM STANDARDS AND/OR INITIAL TEACHER LICENSING STANDARDS

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NCATE's Specialty Areas Studies Board (SASB) has approved 18 sets of program standards to be used as a critical part of the accreditation process. These standards, which were created by NCATE's Specialized Professional Associations, are the basis for ensuring the quality of the

institutions' programs and contribute to evaluating the quality of the unit. NCATE's new performance-based accreditation standards require that candidates know the subject matter they plan to teach and that institutions demonstrate that candidates understand and are able to teach effectively important principles and concepts delineated in professional, state, and institutional standards.

Instructions

For states in which NCATE is conducting the program review, select those areas in which the state approves programs or issues licenses. List other teacher education programs the state approves that are not included in NCATE's list of program standards.

For states conducting the program review, select those areas in which the state either has adopted NCATE Specialty Professional Standards as its own standards for program approval or has developed its own NCATE-aligned program standards and/or initial teacher licensing standards. List other teacher education programs the state approves that are not included in NCATE's list of program standards.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

☒ Initial Health Education (AAHE)

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

☒ Initial Physical Education (NASPE)

☐ Advanced Physical Education

American Library Association (ALA)

☒ Initial School Library Media Specialist

Association for Childhood Education International (ACEI)

☒ Initial Elementary Education

Association for Educational Communications and Technology (AECT)

☐ Initial Educational Communications and Information Technology (ECIT)

☐ Advanced ECIT

Council for Exceptional Children (CEC)

☒ Initial Special Education

☐ Advanced Special Education

Educational Leadership Constituent Council (ELCC)

[ELCC comprises the American Association of School Administrators (AASA), Association for Supervision and Curriculum Development (ASCD), National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP).]

☐ Advanced Educational Leadership Guidelines

International Reading Association (IRA)

☒ Advanced Reading Education

International Society for Technology in Education (ISTE)

- ☒ Initial Computer/Technology Literacy Endorsement Program
- ☐ Initial Secondary Computer Science Endorsement Program
- ☐ Initial Secondary Computer Science Education Bachelor's Degree Program
- ☐ Advanced Program in Educational Computing and Technology Leadership

International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)

- ☒ Initial Technology Education

National Association for the Education of Young Children (NAEYC)

- ☒ Initial Early Childhood Education
- ☐ Advanced Early Childhood Education

National Association of School Psychologists (NASP)

- ☒ Master's
- ☐ Specialist
- ☐ Post-Master's
- ☐ Doctoral

National Council for the Social Studies (NCSS)

- ☒ Initial Middle/Junior and Senior High
- ☐ Initial Secondary

National Council of Teachers of English (NCTE)

- ☒ Initial Middle/Junior and Senior High

National Council of Teachers of Mathematics (NCTM)

- ☐ Initial P-4
- ☐ Initial 5-8
- ☒ Initial 7-12

National Middle School Association (NMSA)

- ☒ Initial Middle School Education
- ☐ Advanced Middle School Education

National Science Teachers Association (NSTA)

- ☐ Initial Elementary Science Specialist
- ☐ Initial Middle/Junior High Science Specialist
- ☒ Initial Secondary Science Teacher
- ☒ Initial Physics

Teachers of English to Speakers of Other Languages (TESOL)

- ☐ Initial P-12

Other

(Note: The following preparation programs will be assessed using state standards that are written to align with any

SPA standards available, but also designed to meet the unique needs of the South Dakota teacher preparation program.) 1)Initial Birth through age eight early childhood program and Initial Birth through age eight and birth through age eight special education program; 2)Initial 7-12 Drama/Theater Education; 3)Initial 7-12 Mass Communication/Journalism; 4)Initial 7-12 Speech/Debate; 5)Initial 7-12 Physical Science; 6)Initial 7-12 Sociology; 7)Initial 7-12 Vocational-Technical Education; 8)Initial 7-12 Agricultural Education; 9)Initial 7-12 Business Education (NBEA); 10)Initial 7-12 Family Consumer Science (AAFCS); 11)Initial 7-12 Marketing Education (NBEA); 12)Initial K-12 Art Education (NAEA) (NASAD); 13)Initial K-12 Music Education (MENC) (NASM); 14)Initial K-12 South Dakota Indian Studies; 15)Initial K-12 World Language (ACTFL); 16)Initial 7-12 Mathematics/Science Composite(Note: The current draft of this standard,24:16:08:59, is not specific on how this program is to be designed-final draft will give more detail on what standards will be used in designing and assessing this mathematic/science composite program; ***** The following programs are in the process of being rewritten/revised and are not yet included in the current 24:16 draft standards. The ELCC standards will be used,along with state designed standards, whenever appropriate, in Administrative Programs(to be designated 24:16:09); 1) Master's P-8 or 7-12 School Principal; 2)Specialist P-12 Career School Superintendent; 3) Master's P-12 Curriculum Director; 4)Master's Special Education Director; ***** School Service Programs (to be designated as 24:16:10)are also in the process of being revised/rewritten: 1)Master's School Counselor (SD standards or CACREP); 2)Initial Birth-Age School Speech/Language/Hearing Pathologist Education Program (ASLHA) 3)Master's School Social Worker

NCATE STATE PROGRAM REVIEW PROCESS

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Institutions preparing for joint NCATE state visits will be required to submit program documentation (e.g., early childhood education, elementary education, English education, administrator preparation, etc.) to the state so that the quality of their programs can be thoroughly evaluated. The evidence submitted by the institution to the

state, and the state's findings on the quality of the programs, will be used by the team during the on-site visit. It is essential, therefore, that the state's program review process be similar to and as rigorous as NCATE's program review process. The NCATE performance-based accreditation process emphasizes these key features for program review:

- Reviews are organized around content standards that describe what candidates should know and be able to do.
- In judging the quality of an institution's programs, reviews include evidence from multiple assessments throughout the preparation program demonstrating that candidates have proficiencies in the standards.
- In preparation for reviews, institutions write statements that aggregate evidence used for program approval decisions.
- Reviewers are trained in the content of the state standards and use of evidence for reaching program quality judgments.

NCATE expects these objectives to be met over time because information from program reviews is an important source of evidence used in Standard 1, Candidate Knowledge, Skills, and Dispositions for unit accreditation reviews. The state documentation of its approval processes should indicate the state's expectations for the beginning of the next partnership period as well as the expectations the state will have over the subsequent five years.

Instructions

Describe and/or verify the policies or practices of the state approval system that align with those below. (Policy may be state laws, regulations, guidelines, handbooks, the NCATE state partnership protocol, or any written public document.)

Include a cross-reference to any specific policy document(s), including section and page numbers. Attach an electronic version of the policy, using the "Browse" link that follows each "State Response" area. If the state is in the process of establishing or instituting policy, cite and attach the draft policy, including the date the policy will go into effect.

If the state has no existing policy and does not intend to establish policy that aligns with these elements, or if its policy differs significantly from the elements, indicate as much in the "State Response" area.

★ 1. Provide documentation that verifies:

- a. the state avoids conflicts of interest in program reviews, so that unbiased, objective decisions regarding content review approval or non-approval are achieved;
- b. program reviews are conducted by a team that includes individuals with no present or past affiliation or bias toward the institution; and
- c. individuals conducting program reviews practice ethical behavior consistent with NCATE's Code of Conduct.

State Response:*

Note: The attachment, "Program Review Process #1 is not correct and should be deleted. Please read the narrative in this section, instead. The protocol agreement with NCATE states: "A state team is selected by the South Dakota

Department of Education (DOE) from elementary and secondary schools, higher education, and appropriate DOE representatives. Team members are not assigned to units where a conflict of interest would jeopardize the credibility of the review process." Attachment 1: "ARSD Program Approval" (24:16:02:01, p. 5, last paragraph). It references the partnership agreement with NCATE. This policy is in revision and it has been accepted by the Legislative Research Council with some minor revisions yet to be completed. It is awaiting final approval by the SDBOE, which should take place in July 2006. Attachment 2: Current "NCATE/South Dakota Protocol," p. 2 (II. Team (A) Team Composition: Concurrent NCATE and STATE Teams). Attachment 3: "Information Form SDSU NCATE," sent to all state team members after they are selected to serve on a team. Attachment 4: "Power Point for State Review, revised Feb.2006," slide 12, used in the state team orientation. It discusses confidentiality and ethical conduct.

★ 2. Describe the process by which the state conducts systematic quality assurance reviews to monitor and evaluate programs for the preparation of teachers and other professional school personnel by explaining the state's procedures for:

- a. selecting and evaluating reviewers so that reviews are conducted by individuals with content expertise in the academic discipline in teacher education, teaching, or performance-based assessment;
- b. training reviewers to understand and interpret state standards;
- c. ensuring the representation of diversity of ethnic, racial, and gender groups in reviewer pool; and
- d. monitoring confidentiality and objectivity.

State Response:*

Note: The attachment, "Program Review Process #2" is not correct and should be deleted. Please read the narrative in this section, instead. (a) A review team is selected to review, verify, and validate the Institutional Report and Program Reports. Reviewers are chosen from among P-20 educators with content, teaching, and assessment expertise (Attachment: Accreditation Review Handbook, Guidelines for Institutions of Higher Education for the State of South Dakota, p. 5, "Review Team"). Reviewers are chosen from a list developed from past state reviews that is kept in the SDDOE files. These reviewers have received evaluations from their on-site visits that will help in determining expertise in conducting a review. (See attachment on e-mail: "Institutional Evaluation of State Team Process and Procedures.") (b) After selection, program reviewers and on-site reviewers are trained to understand and interpret state standards. Up to this point, on-site training has occurred prior to the official review. Policy has been approved to offer training (Attachment: Accreditation Review Handbook, p.5, "Review Team"). The Teacher Education Program Review Manual, revised in July 2004, will be revised again and put in use to train reviewers

by the time of the first review under the new system (2009). An outline of the new system is shown in the attached Power Point presentation, "Teacher Education Program Approval," pp. 5-7. (c) The reviewer pool is chosen from experienced reviewers from P-20 education. Ethnic, racial, and gender groups are considered. Efforts are made to recruit educators from the Native American reservation schools and from the three tribal colleges. For example, in fall 2005, Art Fisher, the dean of education at Ogallala Lakota College, was selected to lead the elementary education program review at Augustana College in Sioux Falls, SD. (d) Confidentiality and objectivity is monitored through use of a signed form and by observation by the state consultant during reviews. The institution has an opportunity to evaluate the state team members with comments on the form, "Institutional Evaluation of State Team Process and Procedures."

★ 3. The state includes the following practices in its program approval process or is moving to do so over the life of the partnership:

- a. Preparation of written information that aggregates evidence on program quality.
- b. Reviewers' use of written information prior to any site visit.
- c. Use of site visits to validate and further analyze written content.
- d. A process by which institutions may rejoin a program review, clarifying or correcting information regarding content review policies or practices.
- e. Procedures that ensure program review decisions are clearly articulated and communicated to the institution in writing and will be made available during the on-site visit.
- f. Procedures for resolving conflicts or redressing unfavorable actions.

State Response:*

Note: The attachment, "Program Review Process State Response #3" is not correct and should be deleted. Please read the narrative in this section, instead. (a) SDDOE notifies the institution two years prior to a review. The institution notifies SDDOE of dates and options. SDDOE provides institutional orientation "technical assistance" for writing of reports prior to the review (Accreditation Review Handbook, pp. 10-14, end of top paragraph). The institution submits program reports to SDDOE 18 months prior to the review. (Accreditation Review Handbook, p.p. 4-5, "Institutional Report and Program Report Documentation;" pp. 10-15, top of page, "Preparing the Institutional Report; p. 19, "Accreditation Review Timeline," lines 1-5; p. 22 "Guidelines for Program Reports.") (b) The program review by trained reviewers begins 14 months prior to the on-site review. The program review is completed and sent to the institution 12 months prior to the on-site review. (Accreditation Review Handbook, p. 4, "Institutional Report and Program Report Documentation," paragraph 3; "Accreditation Review Timeline," lines 6-7.) (c) The SDDOE consultant conducts a pre-visit with the institution 90-60 days prior to the on-site review. A checklist of pre-visit agenda

items is covered and the on-site review takes place as scheduled (Accreditation Review Handbook, p. 18, "Checklist of Pre-visit Agenda Items; p. 5, "Program Report Documentation; p. 6, "On-site Review"; p. 12, Exhibit Room checklist for supporting documentation, entire page; p. 20, "Schedule for State Review Team-Site Accreditation Visit.") (d) After the initial program reviews are completed and sent to the institution, the institution may submit a rejoinder to the SDOE consultant 9 months prior to the on-site review (Accreditation Review Handbook, p. 19, "Accreditation Review Timeline"). (e) At the conclusion of the on-site visit, the SDDOE consultant will conduct an oral exit report with appropriate institutional personnel. (Accreditation Review Handbook, p. 6, "On-site Review", paragraph 3.; p. 7, paragraph 1; p. 19, "Accreditation Review Timeline, lines 13, 14). (f) The SDDOE consultant recommends approval status to the SDBOE within 30 days of the receipt of any information from the institution. A program approval letter is forwarded to the institution within 30 days of SDBOE approval. Appeals must be made to the SDDOE within 30 days of the SDBOE decision. There are follow-up reviews at one and two year intervals, as appropriate (Accreditation Review Handbook, p. 19, "Accreditation Review Timeline;" pp. 6-8, middle of page, "Final Report.")

★ 4. Identify the multiple assessments of candidate performance used by the state in reaching program approval decisions.

State Response:*

The ncate.org website describing the Program Review Process will be used as a guideline for the requirements for multiple assessments of candidate performance. The state will attempt to apply the five required assessments of NCATE's program review, with a maximum of eight, if the program can be assessed under the NCATE program review process. If the program assessment is designed by the state, it will apply similar guidelines (Example: K-12 Art Education, 7-12 Agricultural Education). The state may follow the models of the Oklahoma assessments of candidate performance. The PLT and the Praxis Content examinations will be used and the candidate must reach or exceed the cut-off score in order to be licensed. A second content exam, given at the institution level, may be required (Example: Final science colloquium; final English written examination). Student teacher evaluations may be used as evidence of candidate performance. Instructional planning may be assessed through a variety of means, and candidate portfolios may play an important part in that assessment. An impact on student learning assessment may be required, also. This may be designed by each institution and reported in the program assessments. All assessments will be aligned to the NCATE program standards, where applicable. Assessments for school service personnel will be designed around standards that seem applicable to the specific program. The state

assessment team will review the ELCC standards and determine how they may be used to design standards for the school administrator programs.

**Required field*

Attached Documents:

Description
State Review Process #1
ARSD Article Program Approval
Accreditation Review Handbook.doc.pdf
Program Review Process State Response #3
Power Point for State Review Revised Feb 2006.ppt
Program Review Process #2.doc
NCATE/SD Protocol
Letter to accompany information form
INFORMATION FORM SDSU NCATE.doc

STATE ADOPTION OF NCATE PROGRAM STANDARDS

Note: If you want to stop filling out forms, select the "This form is not complete" button below. Any information you have filled in on this page will be cleared. When you log in again, you will return to this page, and you will need to fill in all fields again for this form only.

Increasingly, states elect to use the program standards of NCATE's Specialized Professional Associations as their own. In such an instance, a state takes formal action to adopt the standards of these organizations and apply its own procedures to the review and evaluation of an institution's programs.

Instructions

The state should supply a statement in the "State Response" section about use of NCATE standards, referring to and attaching state policy or instructions—using the "Browse" link that follows the "State Response" area—that verify this use.

★ 1. The state has adopted and applies the exact NCATE program standards in its review of teacher education programs.

State Response:*

The SDBOE in the process of taking to first reading, possibly in May 2006, the exact NCATE program standards after some revision of 24:16. The standards have been approved, with suggested revisions, by the SD Legislative Research Council. It is anticipated the standards will be adopted during the July 2006 board meeting. All reviews after spring 2006 will use the NCATE program standards where they are applicable.
Attachment: ARSD 24:16:08, pp. 27-81 Attachment: Accreditation Review Handbook for Institutions of Higher Education in the State of South Dakota (p. 4, last paragraph.)
Delete attachment: "Web site announcing SDBOE hearing."

**Required field*

Attached Documents:

Description
Administrative Rules 24:16:08, pp.27-81
Accreditation Review Handbook
Web site announcing SDBOE hearings

REVIEW AND SUBMIT

Congratulations! You are almost finished. Now you have the opportunity to review all the forms you have completed. If you do not wish to make any further changes—and you are ready to submit the forms to NCATE—select "The forms are finished" below. If you are not ready to submit the forms to NCATE, select "The forms are not finished" below. You can come back later to review them again.

I'm ready to submit the form package.

I'll come back to work on them later.